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ABSTRACT

The goal of the English as a Second Language (ESL) program, partially funded under Title I of the 1965 Elementary Secondary Education Act, is to help youngsters master the oral and written skills of English which are necessary for success in an English-speaking mainstream education. Since the non-English speaking youngster attends an ESL class for only about one hour or less per day, the classroom teacher must see that her lessons are adapted to the comprehension level of the non-English speaking student, and that her instructions are understandable to him. The ESL teacher provides what is basically a supportive service. Working with small groups of children for part of each school day, the ESL teacher provides practice, experience, and serves as an English-speaking model to help youngsters understand and communicate in what is for them a new and different language. The ESL teacher also provides demonstration lessons and helps to integrate the non-English speaking student into the general classroom language program. Three reception areas also are in operation. Staffed by ESL teachers and bilingual assistants, each center provides orientational assistance, translational services, and instruction to one of the three schools which have the largest proportion of Puerto Rican youngsters in the city. (Author/JM)

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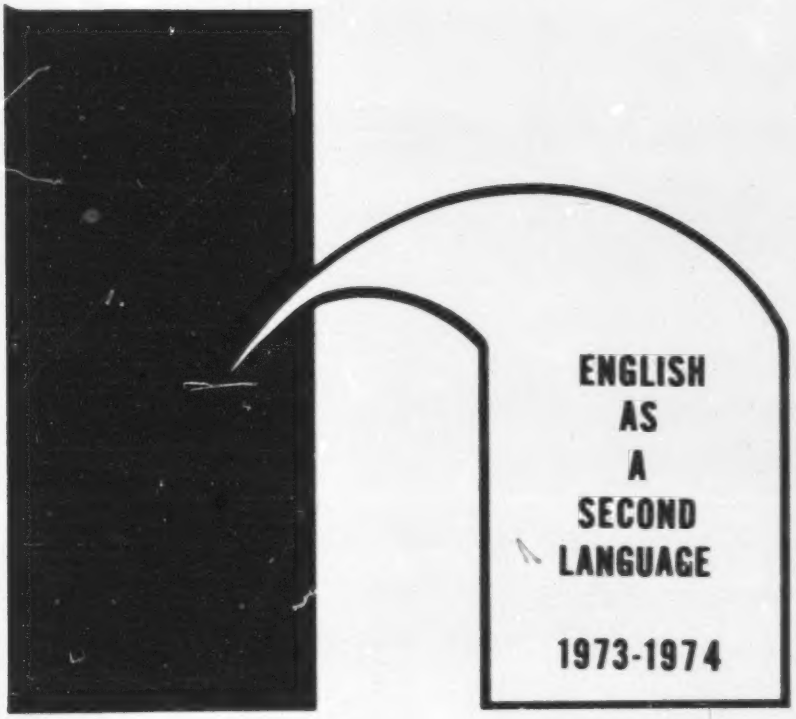

HARTFORD MOVES AHEAD

An Evaluative Report

UD 014 611

HARTFORD PUBLIC SCHOOLS·249 HIGH STREET·HARTFORD, CONNECTICUT 06103

ENGLISH AS A SECOND LANGUAGE

1973 - 1974

Evaluation Office
Hartford Public Schools
Hartford, Connecticut
October 1974

ENGLISH AS A SECOND LANGUAGE

In Hartford, English as a Second Language (ESL) has been around for a relatively long time. Started on a shoestring to serve an even then growing population of Spanish-speaking youngsters, ESL predates when many similar programs come into vogue. While techniques, materials, and instructional methodologies have been improved and updated, the goal of the present ESL program remains essentially the same; to help youngsters master the oral and written skills of English which are necessary for success in an English-speaking mainstream education.

In recent years, many questions have been asked about English as a Second Language and how it operates. To answer these kinds of questions a Guide for Classroom Teachers was prepared during the 1972 - 73 school year by the English as a Second Language department. This Guide describes the needs of the non-English speaking youngster in clear and concise terms and provides suggestions for meeting these needs by both ESL and classroom teachers. Included with these suggestions are also included some of the basic do's and don'ts which should be stressed in helping youngsters adopt English as their second language. Some of the Guide's more important elements have been summarized as follows:

1. In essence, the aim of all ESL activities is to teach the non-English speaking youngster enough of the necessary language skills to allow him to function

in a mainstream school environment. This, of course, is a basic responsibility of the classroom teacher. The classroom teacher must assume this responsibility since the non-English speaking youngster only attends an ESL class for only about one hour or less per day; and during the rest of the time he is - or at least should be - involved in other classroom activities with youngsters who are native English speakers. During much of the instructional day, the classroom teacher must see that her lessons are adapted to the comprehension level of the non-English speaking student, that her instructions are understandable to him, and that he can learn the names and uses of basic instructional materials and equipment.

2. In addition to direct instructional services, a motivational element is also important in ESL instruction. Here the teacher must encourage each youngster to participate in each and every one of the classroom activities so that the new child becomes an important part of the group. Obviously a smooth period of reception and instruction

is of crucial importance if a teacher is to avoid the trauma which a child may associate with coming in to a strange and frightening environment, and particularly one in which his language is not spoken. Thus the youngster should from the outset be able to rely on outward appearances of friendliness, patience, and sympathy to overcome the emotional and mental blocks which are so often evidenced in what might to him be viewed as an alien environment.

3. Working with the classroom teacher, the ESL teacher provides what is basically a supportive service. Working with small groups of children for part of each school day, the ESL teacher provides practice, experience, and serves as an English-speaking model to help youngsters understand and communicate in what is for them a new and different language. In addition to direct instructional services, the ESL teacher also provides demonstration lessons and helps to integrate the non-English speaking student into the general classroom language program. The emphasis here is placed on the reinforcement of language skills such as listening comprehension,

oral production, language structures and patterns, communication skills, and reading and writing since these have already been learned audiolingually.

4. In addition to the services provided by classroom and trained ESL teachers, three reception centers also are in operation. Staffed by ESL teachers and bilingual assistants, each center provides orientational assistance, translational services, and instruction to one of the three schools which have the largest proportion of Puerto Rican youngsters in the city. Centers function at Kinsella and Barnard-Brown to service elementary school youngsters while a center at HPHS services youngsters from the total city who are 14 years of age and older. Note here that the reception center is more than just an instructional agency; to the newly-arriving Puerto Rican family it is his gateway into a strange and bewildering world; one which is even more complicated by its reliance on what is for him a "foreign" language.

In order to be eligible for ESL services, youngsters must meet specific economic and educational criteria. While instructional needs and resultant services differ from student to student overall service criteria can be listed as follows:

1. Economic Criteria

Poverty Area Youth

Welfare
Model Cities
Disadvantaged
Migratory
Validated Schools
Culturally Deprived

2. Educational Criteria

a. New Arrivals

Little or no English
Illiterates
Various language backgrounds
All grade levels
Ages 4 - 18

b. Second and Third Year Students

Limited fluency in English, determined by teacher - judgment and test scores.

In Hartford, the ESL program operates on four instructional levels. These levels, and their particular objectives have been extracted from the Guides as follows:

Pupil Achievement

1. Level I - Objective: To establish an aural-oral English vocabulary and basic language patterns which will meet the immediate needs of the student.

2. Level II - Objective: The teaching emphasis in Level 2, while still aural-oral, will allow the student to initiate original statement

concerning the theme being taught and will allow him to change verb tenses from present to past and future. He will describe meaningful relationships between items such as: Seasons, Weather, Clothing, etc.

3. Level III - Objective: The student in Level 3 can speak English well enough for most situations but needs practice, in depth, in distinguishing sounds, building structures and demonstrating the use of English. He also needs drill on word attack and dictionary skills to operate on his own graphically and orally (if he is literate in his native language).

4. Level IV - Objective: The student in Level 4 should be able to refine his oral English and broaden his knowledge of other communicative skills. He should be proficient enough to study more History, Geography, Science, Math and the Culture of his native and his adopted land.

Pupil Attitudes

1. To integrate students into an English dominant society without loss of the native culture.

2. To give the students status in the eyes of their classmates and to their parents.

3. To keep in mind that the students may have different motivations.

4. To make use of the abilities of the students.

5. To differentiate assignments.

6. To plan lesson with a great deal of variety.

7. To provide for wide student participation.

8. To be patient and not strive for immediate "mastery" and not to correct every mistake that the students make.

9. To encourage students by making it possible for them to enjoy many frequent successes.

10. To praise the students before waiting until they give a perfect response.

11. To make it possible for the students to talk.

12. To utilize people, places and happenings in the community.

Since both ESEA and SADC components provide services through the use of supplementary monies, one must logically insure particularly that competent staff are assigned to the program. This level can be ascertained by a brief description of assignments and qualifications.

1. Teachers

   a. SADC - Four Teachers

      1. All four teachers are trained in E.S.L. methods and techniques. Two teachers are fluent in Spanish. One is fluent in Italian. One teacher has studied Spanish.

      2. Years of Experience in Teaching:

         1 - 19 years
         1 - 16 years
         1 - 9 years
         1 - 6 years

      3. Years of Experience in ESL:

         1 - 11 years
         3 - 6 years

b. Title I - Seventeen Teachers

1. All are trained in ESL methods and techniques. Three have Master's degrees in ESL. Seven are fluent in Spanish. One is fluent in Italian and has worked in South America. One has lived and worked in Puerto Rico. One has worked in Hawaii. One was a Spanish teacher. One majored in "Spanish".

2. Years of Experience in Teaching

1 - 27 years
2 - 25 years
1 - 21 years
1 - 20 years
1 - 15 years
1 - 14 years
2 - 13 years
1 - 11 years
1 - 7 years
1 - 6 years
1 - 4 years
2 - 3 years
2 - 1 year

3 Years of Experience in ESL:

2 - 9 years
2 - 6 years
4 - 5 years
2 - 4 years
2 - 3 years
1 - 2 years
4 - 1 year

2. Bilingual Assistants - Title I

Five bilingual assistants are native speakers of Spanish. Two have college degrees. Two have had 9 years of experience and three have had 7 years of ESL experience in Hartford.

3. Secretary - Title I

22 years of experience in Hartford, seven of which were in ESL.

4. Supervisor - Title I

29 years of experience, 27 in Hartford, and 8 years an an ESL Supervisor.

While general areas of ESL operations have been well described in the Guide, a number of other operational activities were reported.

1. Activities

a. In-Service Training. During the year four standing committees worked on the following:

1. Pupil Progress Reports

The development of the reports (a type of report card) relating to the achievement of objectives on specific levels of ESL instruction. These reports are to be used by the ESL teacher to report first to the classroom teacher and then to the administrator of the school as to the progress of each ESL student. These reports will also aprize the student and parents of ESL progress. Reports to parents are available in any one of six languages.

2. Curriculum Development

The development of an ESL Curriculum Guide for Classroom Teachers has been completed and distributed to approximately 350 classroom teachers. This Guide is a reduced, concise version of the ESL Curriculum Guide. It is designed to help the classroom teacher who is not trained in ESL methods and techniques to understand the philosophy of ESL instruction and to

give the classroom teacher some idea of what can be done in a classroom setting. Areas include reinforcing the language skills being taught in the ESL classes and the correlation of units of study.

3. Resource Curriculum Materials

A survey of all ESL materials and equipment owned by the ESL department was made and recorded to provide for a basis of ESL materials to be collected for a resource center.

4. High School Credit for ESL

This committee feels that ESL students in the secondary schools should be given credit for English As A Second Language as are students of a foreign language. English is a foreign language for these ESL students, and it should be recognized as such. The students of English As A Second Language learn to comprehend and to speak English and, therefore, can converse in English. Many students of a foreign language learn the grammar of the language and learn to read and write but are never conversant.

b. Cultural Trips. Although there are no longer any funds available for cultural activity functions and trips, it is a function of the ESL program to take advantage of any and all local cultural activities available without cost. These trips help to develop an awareness of the community and its cultural features and provides an opportunity for the students to use their language skills in diverse settings.

c. Project and Program Presentations. Projects and programs developed and presented by ESL students have greatly contributed to the general knowledge of the diverse cultures represented in the student body of the Hartford Public Schools. These cultural activities within and outside the schools help to increase the self-esteem (image) of the non-English speaking students.

d. Piloting of Tests, Curriculum Materials and Programs. The ESL department has been instrumental in piloting programs in testing, curriculum and programming. For example:

1. Guidance Testing Associates

   Piloted tests in Comprehension of Oral Language for Guidance Testing Associates and contributed to the many rewrites of these tests.

2. Testing Program

   Not only has the ESL department piloted tests for commercial companies but it has also developed its own tests of Listening Comprehension and Oral Production which will be used city-wide in ESL programs in 1974 - 75.

3. Southwest Educational Development Laboratory

   Piloted the curriculum program of the Southwest Educational Development Laboratory, called the Multicultural Social Educational Program.

4. The Hartford ESL program has been a model for many other programs in the state and across the nation. The ESL curriculum guide and locally constructed tests have been used in cities such as Chicago.

e. New Materials and Equipment. The Hartford ESL department has previewed all new ESL materials and equipment on the commercial market, and has purchased and evaluated many of these materials. Hartford has demonstrated many of these materials, as well as teacher-made materials, at conventions, conferences, and in-service meetings.

f. Professional Conferences and Conventions

The Hartford ESL staff have taken part in local, state and national conferences and conventions. The Hartford ESL department organized the Connecticut Affiliate of the National TESOL organization (Teachers of English to Speakers of Other Languages).

g. The ESL department has attended and worked for the budgeting of funds for the ESL program in Hartford.

h. The Hartford ESL department, in conjunction with Conn. TESOL, is working toward state certification of ESL teachers.

2. Services

In addition to the services already reported, the ESL department works closely with many community agencies such as the Neighborhood Youth Corps, Multi-Service Centers, Urban League, etc.

In addition to the activities which were reported, a number of problem areas were reported by the supervisor as being detrimental to the program.

1. A high mobility rate for ESL students continues to confound instruction. It was reported that 336 ESL students were transferred out of the various schools which were served during the school year; an estimated 24% of the total number of youngsters served by the program.

2. In similar fashion, ESL class scheduling continues to present problems since classes must be scheduled around other special

subject areas. The problem is further confounded by the fact that classroom teachers may not send their youngsters to class at the allotted time and hence the youngsters miss out on the allocated instruction.

3. The ratio of ESL teachers to students continues to be high, averaging 62 students per teacher per day at the elementary school level. Note here that in addition to planning and conducting individual student instruction, the ESL teacher is also expected to plan and confer with, and report to classroom teachers and administration as well as work with the parents and community in conjunction with instructional services.

4 There continues to be a lack of money for materials and equipment to individualize the ESL instruction program.

5. A lack of interest in the ESL program was reported on the part of some school administrators. This lack is evidenced by the fact that sometimes ESL classes are cancelled while the ESL teachers themselves are used as subs, baby sitters, or as a playground supervisors.

6. A number of ESL students have learning disabilities, emotional problems, etc. which have nothing to do with the language barrier.

While these students have been identified, they are still placed in ESL classes.

7. Some classroom teachers think that all Spanish surnamed students, regardless of their ability in English, should be enrolled in ESL classes.

8. ESL students are being penalized on report cards (given failing grades) and through testing (again failing) because of the language barrier. These students are also being penalized for time spent in ESL classes. For example if an ESL student attends ESL classes every day during science period he may fail science.

9. There is a lack of time for students to attend ESL classes occassionally by the lack of an adequate number of ESL teachers. Parents have requested more time for their children in ESL classes and many want them in ESL classes for one-half or even for a full day, every day.

10. Many ESL students are not being taught to read by the classroom teacher or being serviced by the reading department.

11. In some cases, there has been a problem getting bilingual classroom teachers to send their students to ESL classes. Some bilingual teachers use only Spanish in their classes and the students are not learning English.

12. Some ESL teachers are still in sub-standard classrooms where it is impossible for them to use needed audio-visual equipment. In some cases there is no place to even store these materials and equipment.

13. In the middle schools, ESL students are spread throughout four houses and eight clusters which makes it difficult for the ESL teacher to meet with mainstream teachers during planning periods.

Evaluation

The evaluation of the E.S.L. program involved the collection and analysis of several kinds of information. While much data were collected for instructional purposes, only the more formal kinds of information were analyzed and reported Here the formal evaluation was structured to attend to a number of questions

Question

What language test gains could be reported over the course of the school year?

Procedures

Appropriate levels of the Inter-American test of General Abilities were administered to some 1,578 E.S.L. students in grades K through 11 in October of 1973, and to some 880 students in June of the same school year. Of these, only complete student scores were presented for analysis. The analysis which focused on subscore areas of oral vocabulary, classification, and comprehension are reported in the five tables which follow. While a few additional scores were reported by grade assignment, these were not included in the calculations.

TABLE 1

Comparison of Mean Inter-American Percentile Oral Vocabulary Changes by Grade.

School Year 1973 - 74

Grade	N	Pre test %ile	Post Test %ile	Dif.	Sig
2	109	12.1	16.3	4.2	**
3	85	12.5	16.4	3.9	**
4	62	13.7	17.2	3.5	**
5	60	13.9	19.1	5.2	**
6	38	12.2	17.3	5.1	**
7	16	15.9	21.3	5.4	**
8	12	15.4	21.1	5.7	**
9	27	13.5	19.4	5.9	
10	2	16.0	18.0	2.0	NS

** .01 level of significance
* .05 level of significance

Table 2 presents an analysis of the informal testing program which was used by the E.S.L. department to assess student abilities to understand and speak English at the end of the year. Tests used were developed by the E.S.L. department and were administered on a beginning and end of the year basis.

TABLE 2

Evidence of Change in Students' Ability to Understand and Speak English.
Based on Requirements for Completion of Each Level of E. S. L. Instruction.

School	June 1974 # Students	Original Level				June 1974 Level				Dropped During Year Sufficient English
		I	II	III	IV	I	II	III	IV	
Arsenal	128	116	12			79	46	3		16
Barbour	10	6	4			3	3	4		1
Barnard-Brown	149	94	49	6		73	53	23		21
Batchelder	15	4	11			1	9	5		1
Burns	156	148	8			93	63			61
Burr	77	55	22			12	46	19		7
J. C. Clark, Jr.	54	35	19			14	25	15		23
Dwight	29	18	6	4	1	9	13	6	1	12
Fisher	2	2				2				--
M. D. Fox	122	101	21			42	64	11	5	34
Hooker	71	50	21			50	19	2		48
F. O. Jones	69	66	3			7	57	5		15
Kennelly	13	5	7	1		4	2	6	1	--
Kinsella	188	165	23			60	109	19		85
McDonough	61	60	1			20	41			28
Naylor	24	15	6	3		7	8	6	3	3
New Park	58	55	3			20	37	1		36
Rawson	7	6	1			2	5			1
Vine	104	95	9			20	77	7		12
Webster	18	16	2			10	8			4
West Middle	33	24	9			15	18			7
Wish	55	44	11			35	20			47
L. Fox Middle	5	3	2			1	3	1		1
T. Quirk Middle	55	10	45			3	10	38	4	2
Bulkeley	56	27	16	13		11	15	16	14	--
H. P. H. S.	28	26	2			1	7	10	10	23*
TOTAL	1587	1246	313	27	1	594	758	197	38	488

* 19 of these students will be placed in mainstream as of September 1974.

Findings

1. At each of the tested grade levels, mean oral vocabulary percentile gains were statistically significant and at the .01 level. This meant that in all instances, average score changes could be attributed to chance on a statistical basis of only 1 in 100 times.

2. Secondly, and perhaps more importantly, while the Inter-American Test does give a valid measure of score change, these changes themselves do not directly relate to an expected educational standard i.e., month for month gains, etc. Here an inferred standard is that the student's ability to functionally utilize language has changed appreciably. These improvements were reported in terms of changes to the level of E. S. L. instruction. Since Table 2 does report a substantial number of these changes regarding the mastery of functional English, these data should also be considered as supporting the reported test scores.

TABLE 3

Comparison of Mean Inter-American Percentile Classification Changes by Grade, School Year 1973-74

Grade	N	Pre test %ile	Post test %ile	Dif.	Sig.
2	109	11.1	15.2	4.1	**
3	85	11.7	15.3	3.6	**
4	62	12.5	16.2	3.7	**
5	0	14.3	16.5	2.2	**
6	38	13.3	16.1	3.8	**
7	16	15.3	18.9	3.6	**
8	12	16.3	18.0	1.7	*
9	27	15.3	18.4	3.1	**
10	2	17.5	18.5	1.0	NS

* .05 level of significance
** .01 level of significance

Findings

Data on classification changes were reported for grades 2 through 10, although the cases in grade 10 were minimal. Gains significant at the .01 level were reported at all grade levels except 8 and 10, with the former gain reaching only the .05 level and the latter - only two youngsters - being statistically non-significant.

TABLE 4

Comparison of Mean Inter-American Percentile Oral Comprehension Changes by Grade.

School Year 1973 - 74

Grade	N	Pre Test %ile	Post test %ile	Dif.	Sig.
K	206	9.9	21.9	12.0	**
1	88	12.0	25.5	13.5	**

** .01 level of significance

Finding

When tested on the oral comprehension test, mean gains at the Kindergarten and first grade levels were statistically significant at the .01 level.

Question

How did upper grade students progress in the areas of sentence completion and word relations?

Procedures

At the upper grade levels, and in addition to the oral vocabulary and classification subtests, the sentence completion and word relation subtest portions of the Test of General Ability were administered to students in grades 6 through 11. These subtests were analyzed differentially, and in combination since the latter total provided an estimate of general scholastic ability which has, and can, be used for guidance purposes. Tables 5 - 7 report the data for the sentence completion, word relations, and estimated general scholastic ability total score gains.

TABLE 5

Comparison of Mean Inter-American Percentile Sentence Completion by Grade,

School Year 1973-74

Grade	N	Pre test %ile	Post test %ile	Dif.	Sig.
6	2	7.5	12.0	4.5	NS
7	12	11.3	14.9	3.6	**
8	7	11.4	12.4	1.0	NS
9	16	11.8	16.9	5	**
10	7	14.4	16.4	2.0	NS
11	3	14.0	10.0	4.0	NS

TABLE 6

Comparison of Mean Inter-American Percentile Word Relations by Grade

School Year 1973-74

Grade	N	Pre test %ile	Post test %ile	Dif.	Sig.
6	2	9.5	11.0	1.5	NS
7	12	12.0	15.7	3.7	**
8	7	11.1	13.9	2.8	NS
9	16	15.9	18.1	2.2	*
10	7	15.0	16.7	1.7	NS
11	3	11.7	14.7	3.0	NS

TABLE 7

Comparison of Mean Inter-American Combined Sentence Completion and Word Relation Changes by Grade,

School Year 1973-74

Grade	N	Pre test %ile	Post test %ile	Dif.	Sig.
6	2	17.0	23.0	6.0	**
7	12	23.3	30.6	7.3	**
8	7	22.6	26.1	3.5	NS
9	16	27.8	35.0	7.2	**
10	7	29.4	33.1	3.7	NS
11	3	21.7	28.7	7.0	NS

Findings

1. On the sentence completion subtest, gains were statistically significant at the .01 level for grades 7 and 9 only. Other gains did not reach the stated level of significance.
2. In similar fashion, mean word relation subtest gains reached the stated level of significance only at the 7th grade level, although a lesser level of significance (.05) was achieved for grade 9. All other gains were statistically non-significant.
3. When the data were combined into a total score, the stated level of significance (.01) was achieved for grades 6, 7, and 9.

Conclusions

On the basis of the data which could be presented, it would appear that only at a few grade levels - 6 and 9 - were significant mean score changes in evidence. This was not totally unexpected since these tests represent higher levels of functional development; levels which might not necessarily be reached with a youngster who is being instructed over a short period of time. While these tests might have only value for diagnostic and placement purposes, their applicability as an evaluated tool is subject to question since it would appear that the criterion measure generally failed in attainment. Parenthetically, while this particular measure was not stated in the overall evaluation design, the fact that the instrument

was used and was reported tends to demonstrate the intent of the program people to objectively assess what happened.

Question

How did the classroom teacher perceive the effects of the ESL program?

Procedure

Using a specially constructed teacher response form, reactions were solicited from all classroom teachers who had referred youngsters to the ESL program during the course of the school year. Of the 317 forms which were sent out, responses were received from 146 teachers and these were tallied and converted to percentages by item, as shown on the following table. Note that all percentages are rounded and may not equal 100.

Findings

While the reactions of the referring classroom teachers were extremely positive in terms of the confirmation of the existent program, it should also be pointed out that these reactions supported not only the role of the ESL teachers but the focus of the program itself. While comments were not systematically analyzed, again these tended to support the problem areas reported and the recommendations of the project director.

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TABLE 8

1973-74

Hartford Public Schools
Hartford, Connecticut

E. S. L. TEACHERS' REACTION FORM

ENGLISH AS A SECOND LANGUAGE PROGRAM

HOW WOULD YOU RATE YOUR:

1. Assignment? Excellent 79% Good 17% Fair 4% Poor --

   Comments:

2. Class schedule? Excellent 45% Good 52% Fair 3% Poor --

   Comments:

3. Instructional materials and equipment? Excellent 50% Good 30%
   Adequate 17% Inadequate 3%

   Comments:

4. Curriculum Guide? Very helpful 69% Helpful 24% Fairly helpful 7%
   No help --

   Comments:

5. Testing program? Excellent 7% Good 32% Fair 43% Poor 17%

   Comments:

6. Pupil progress reports? Excellent 3% Good 69% Fair 28% Poor --

   Comments:

7. Record keeping (registers, etc.)? Excellent 28% Good 59% Fair 10%
   Poor --

   Comments:

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E. S. L. TEACHERS' REACTION FORM

8. Supervision? Excellent 93% Good 7% Fair -- Poor --

Comments:

9. Department policies and functions? Excellent 72% Good 24% Fair 3% Poor --

Comments:

10. How do you feel you would be most effective in an E. S. L. program?

1.	As a consultant	17%
2.	As a resource teacher	13%
3.	In a regular classroom	3%
4.	In an E. S. L. classroom	67%

GENERAL COMMENTS:

Problems:

Successes:

Suggestions - Recommendations:

Please return by June 15 to: Mr. Robert Nearine
Evaluation Office
249 High Street

Question

How did ESL teachers feel about their program?

Procedures

Once again the ESL department used a specially constructed form for distribution to all ESL teachers in the system. Responses were received from 30 ESL teachers and these were tallied and converted to percentages. Response patterns and the form which was used to have been reported as follows:

Findings

When the 30 responses to the ESL Teachers' Reaction Form were converted to percentages, each of the ten queried items received ratings which appeared to parallel the problem areas and recommendations of the director. The problems of mobility, time necessary to adequately report pupil progress, and the testing program received only good to fair ratings. In terms of the overall program however, it would appear from the ratings that a high degree of satisfaction was in evidence.

TABLE 9

CLASSROOM TEACHERS' REACTION FORM

ENGLISH AS A SECOND LANGUAGE PROGRAM

1. Please number in order of importance (1-4) the acquisition of thos skills you feel are of most immediate value to your E.S.L. students.

	Order of Importance			
	1	2	3	4
Oral Production	62%	29%	6%	3%
Reading	6%	9%	71%	13%
Writing	4%	4%	13%	79%
Listening Comprehension	32%	57%	7%	4%

2.	Do you feel that the majority of your E.S.L. students benefit from E.S.L. instruction?	Yes = 97% No = 3%
3.	Do you feel that it is important for your E.S.L. students to attend E.S.L. classes when there is a conflict in scheduling?	Yes = 85% No = 15%
4.	Are you receiving written pupil progress reports (E.S.L. Report Cards) from the E.S.L. teacher?	Yes = 71% No = 29%
5.	Do you contact the E.S.L. teacher to discuss your E.S.L. students?	Yes = 88% No = 12%
6.	Would you like to have an E.S.L. resource teacher and/or consultant on your staff?	Yes = 82% No = 18%
7.	Is the E.S.L. program of any help to you?	Yes = 95% No = 5%

Question

How did the ESL students feel about their program?

Procedures

Using a locally constructed guide, 982 ESL students or about 36% of the total were interviewed by ESL teachers. Responses were tallied by the ESL department and converted to percentages. These data are shown as follows:

TABLE 10

1973-74

Hartford Public Schools
Hartford, Connecticut

INTERVIEW WITH STUDENT CONCERNING

ENGLISH AS A SECOND LANGUAGE CLASSES

School City-Wide

982 Replies

E. S. L. Teacher 25 + 1 (who did none)

Do you want to learn English?

N	Yes = 939	No = 42	No Answer = 1
%	Yes = 95.6	No = 4.3	No Answer = .1

Do your parents want you to learn English?

N	Yes = 934	No = 44	No Answer = 4
%	Yes = 95.1	No = 4.5	No Answer = .4

Do you ever speak English when you are not in school?

N	Yes = 650	No = 326	No Answer = 6
%	Yes = 66.2	No = 33.2	No Answer = .6

Are you helping anyone else to learn English?

N	Yes = 586	No = 394	No Answer = 2
%	Yes = 59.7	No = 40.1	No Answer = .2

Does your classroom teacher ever ask you about what you do in your E. S. L. class?

N	Yes = 556	No = 396	No Answer = 2
%	Yes = 56.6	No = 40.3	No Answer = .2

*D.N.A. = 28

*D.N.A. = 2.9

Are you studying any other language besides English?

N	Yes = 331	No = 632	No Answer = 19
%	Yes = 33.7	No = 64.4	No Answer 1.9

If yes - which language?
299 Spanish
22 Portuguese
4 French
2 Greek
1 Italian
3 No Answer

Where?
267 Public School
22 Home
24 Church or Private School
1 With Friends
17 No Answer

* Does Not Apply to High School Students

All percentages are rounded and may not equal 100.

If no - would you like to study another language? 226 Yes
563 No
193 No Answer

If yes - what language? 140 Spanish
29 Italian
22 French
18 Portuguese
4 Greek
2 German
1 Polish
1 Ukranian
9 No Answer

Where? 183 Public School
4 Home
3 Church
36 No Answer

Finding

A majority of the responses support the contention that the youngsters are learning to speak English, that their parents desire this competency, and that a language skill is also helping others. One somewhat negative item was reported for the second consecutive year. About 40% of the youngsters reported that their classroom teacher never asked them about the things which they were doing in E. S. L. classes. Clearly, this is an area needing continual investigation.

Question

How did the parents of the E. S. L. students perceive the effects of the program?

Procedures

An E. S. L. developed questionnaire was distributed to the parents of virtually all E. S. L. students. Responses from 456 parents were tallied, converted to percentages, and reported as follows:

TABLE 11

QUESTIONNAIRE FOR PARENTS

ENGLISH AS A SECOND LANGUAGE PROGRAM

			Number	Percentage
1.	Do you feel it is important for your child to learn English?	Yes	441	96.7
		No	1	.2
		*NA	14	3
2.	Do you want your child to study Spanish?	Yes	310	67.9
		No	67	14.7
		*NA	67	14.7
3.	Which language do you think is most important for your child to learn in school?	English	118	25.9
		Spanish	3	.6
		Both	320	70.2
		Portuguese	1	.2
		*NA	14	3
4.	How much time do you want your child to study:			
	English -	All the time	157	34.4
		1/2 of the time	243	53.3
		1/4 of the time	23	5.0
		Not at all	0	0
		Other	5	1.1
		No Answer	28	6.1
	Spanish -	All the time	44	9.6
		1/2 of the time	227	49.8
		1/4 of the time	45	9.9
		Not at all	8	1.8
		Other	3	.7
		No Answer	118	25.9
5.	Would you like to visit the English As A Second Language teacher to find out what your child is doing?	Yes	371	81.4
		No	31	6.8
		*NA	54	11.8

All percentages are rounded and may not equal 100.
Comparable information was reported for 2 Greek, 8 Portuguese, and 1 French student.

* No Answer

Finding

As could be expected, parental responses to the E. S. L.-developed questionnaire were quite favorable. Responses indicated the importance of English instruction (96.7%) and the fact that it was also deemed important for the youngsters to study their native Spanish (67.9%) as well. 87.7% of the parents preferred to have their youngsters in an English class at least one-half of the day, while a little better than half of the parents preferred to have their youngsters in a Spanish class for similar instructional periods.

Recommendations

Based upon a preliminary analysis of the questionnaire data and upon feedback from staff, parents, and youngsters, the director reported the following recommendations in her words:

> That more language labs and materials be provided for individualizing instruction and making-up lost work due to absences.
>
> That money for field trips be restored.
>
> That at least 10 more E. S. L. teachers be allocated. Principals are asking for more E. S. L. teachers every year. No roster positions have been added for several years.
>
> That more money be allocated for materials and equipment. New materials and equipment in the field of E. S. L. are being produced continually. No money for equipment has been allocated for 1974-75. Money for materials has not been increased over the past few years although prices have gone up.
>
> That there be a resource center where not only E.S.L. teachers may preview materials but also for principals and regular classroom teachers.
>
> The E. S. L. teachers be involved in the grading of students with whom they work.
>
> That more time be allotted for E. S. L. teachers to consult with classroom teachers.

That E. S. L. teachers devote a part of their time to consulting and acting as a resource person, thus sharing their special skills and materials with the classroom teacher.

That high school students be given credit for E. S. L. as Anglo students are given credit for courses in a foreign language.

That high school students entering mainstream classes in the second semester be given a full year's credit if they are performing adequately.

That additional transitional classes be added at the middle and high school levels.

That all classroom teachers be in-serviced to help them understand their responsibility to the E. S. L. students.

That the reading department and the classroom teacher cooperate in developing the communicative skills of reading and writing in English for the E. S. L. students, especially for those students who are literate in their native language and have developed sufficient oral English expression and comprehension.

Summary and Conclusions

Over the course of the 1973-74 school year, Hartford's English as a Second Language program again provided a wide spectrum of instructional services to almost 3,000 Hartford youngsters who were not native speakers of English. Services were designed not only to assist youngsters directly but to assist the classroom teacher in providing these same children with basic English skills so that they too could function in the mainstream.

In an attempt to evaluate the progress of the E.S.L. program, and keeping in mind the limitations inherent in the few available instruments which can be used with non-English speaking youngsters, a number of evaluative procedures were undertaken over the course of the school year. Procedures and resultant findings have been summarized as follows:

1. When tested with various levels of the Inter-American Test of General Abilities, an analysis of pre and post scores obtained from over 1,500 students in grades K through 11 produced the following information.
   a. In oral vocabulary, significant changes in mean scores were reported at all tested grades reaching the .01 level. These data were further supported by recorded changes in test level produced by a locally developed instrument.
   b. In similar fashion, highly significant gains were reported

on the classification subtest and at all grade levels with the exceptions of grades eight and ten. At Grade 8, the mean gain was statistically significant but at a lower level.

c. For Grade 10, only two youngsters were tested. At the lower grade levels, the oral comprehension produced statistically significant gains in grades K and 1. No other grades were tested.

d. The sentence completion and the word relation subtest produced significant levels of gains for grades 7 and 9 only. When these data were converted into a composite score, statistically significant gains could be separated for grades 6, 7, and 9.

2. Responses from 147 classroom teachers who had referred youngsters to the ESL Program were highly supportive. They reported in general that their youngsters were being helped by ESL instruction, and were in turn helping others. Teachers also reported that the ESL program was helping them.

3. Thirty ESL teachers rated a majority of their program aspects as being excellent to good or helpful. They also pointed out problems involved in the testing program, in record-keeping, and in reporting progress because of mobility.

4. A short reaction form was distributed to a sample of youngsters involved in ESL instruction. Reactions from 982 students

indicated that they were learning English, that their parents desired this competency, and that language facility was being used to help others. Youngsters also reported that classroom teachers never asked them about their ESL instruction.

5. An ESL-developed questionnaire was distributed to the parents of ESL youngsters. Responses from 456 parents indicated favorable support for the program; the importance of studying English and, to a lesser extent, a desire for youngsters to study Spanish as well. A majority of the parents reported that they would prefer to have their youngsters in an English class at least half of the time while a somewhat lesser majority also reported that they would prefer to have their children in a Spanish class for similar periods.

On the basis of presented information, data strongly suggest that the ESL program is meeting the needs of youngsters as these were contemplated in the funding proposal. In addition, it would appear that not only are the youngsters being provided with appropriate ESL services, but that these same services are also perceived by classroom teachers, ESL teachers, parents, and the youngsters themselves as being beneficial to the students as they move along.